

2019

Educational Access Project Annual Report



July 01, 2018–June 30, 2019



NORTHERN ILLINOIS UNIVERSITY

Center for Child Welfare and Education

Educational Access Project for DCFS

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Case Study 1 “Grace Graduates”

Grace was looking forward to her high school graduation ceremony but found out it would not happen, and the obstacles were beyond her control.

Grace was attending a private Therapeutic Day School since last November outside of her home state of Illinois. She is a youth in care and the State placed her in a residential facility that required all its residents to attend the on-grounds school, whether or not they had an Individualized Education Program (IEP) requiring such. Grace did not have an IEP and should have been educated with her non-special education peers – she **was denied that opportunity**.

The agency responsible for enrolling her in her new out-of-state school district failed to do so. This meant the school district could not legally issue her a diploma. Unsure of what to do, the child welfare worker reached out to a CCWE education expert for education technical assistance. While in the process of accessing records, tracking down her home school, consulting with education and child welfare professionals in the home and out-of-state school districts and agencies, the CCWE staff received notice from a DCFS administrator that she should only pursue the option for graduation from the out-of-state district based on consultation from the State Education Agency. The out-of-state district required the youth to enroll in classes in the fall semester of 2019 in order to secure the option for graduation. Essentially, she was being asked to **delay her graduation**.

The CCWE education advisor had a collaborative relationship with the home district and pursued both graduation options simultaneously because she knew this was in Grace’s best interest. As such, she was able to have the school district review all Grace’s transcripts from all her school placements over the past few years. They discovered Grace had earned sufficient credits to graduate and she received her diploma in June 2019. Although her **dream to celebrate with her peers was deferred, she graduated**.

Everyone in the above real case study knew it was in Grace’s best interest to graduate. She had earned all the credits needed for graduation. Yet without the advocacy of the Education Advisor, she would not have graduated on time in June 2019. When these complex systems interface, people often lack the expertise to navigate the systems and advocate for best interest, even when they are able to parse out the factors and identify what is in the child’s best

interest. The locus of the work of NIU Center for Child Welfare and Education (CCWE) mitigates against delayed access, denied opportunities and dreams deferred.

NIU's CCWE is an Illinois Board of Higher Education center housed in the Division of Outreach, Engagement and Regional Development. The Center aims to produce greater equity in society by facilitating engagement between the university, state government, communities and families. CCWE advances better trajectories for people living in Illinois with vulnerable circumstances by developing policies and connecting residents with services designed to foster educational success and stable family structures. Furthermore, CCWE supports continuing professional development to improve competence and provides data and information that reveal the realities of the population and systems.

NIU started collaborating with Illinois Department of Children and Family Services (DCFS) in 1994, and produced the BH Education Taskforce Report published in 1995. Subsequently Center staff:

- Drafted Educational Procedures 314 (DCFS's first education regulations)
- Trained all DCFS and POS staff on this law to facilitate implementation
- Conducted educational wellbeing studies on youth in foster care
- Forged collaborations between DCFS and Chicago Public Schools (CPS), the district with the largest population of youth in care at that time
- Promoted data sharing agreements between DCFS and CPS as well as DCFS and the Illinois State Board of Education (ISBE).

Under the auspices of the Center for Child Welfare and Education, the Educational Access Project (EAP) continues to promote educational wellbeing for youth in foster care. EAP is committed to building capacity for all youth in care to receive an education that is at least equitable to their peers who are not associated with the foster care system. As such, EAP staff continues to:

- Eliminate obstacles that prohibit educational access
- Work with people and organizations in the community that influence the youth's education to address the educational disparities that youth face
- Build open and honest relationships through communication with students, foster care agencies, community providers, and schools

- Maintain a network of professionals that advocate for improved and equitable educational change
- Deliver effective services guided by expert knowledge and evidence based practices.

Comprehensive Narrative Describing Services

As previously stated, EAP is committed to the goal of youth in care receiving an education that is at least on par with their peers who are not in foster care. For youth to succeed educationally, they must be in school and must receive the resources and supports for academic success. Fostering educational well-being requires the ability to assess and problem solve school related issues, interpret documentation, and advocate across systems so that children and youth can gain access to programs and services.

This fiscal year, EAP continued to promote educational wellbeing for youth in foster care. EAP staff provided education technical assistance, trained professionals and caregivers to enhance their competence in addressing youth's educational needs, and forged collaborations to improve the system and the services. The report covers the timeframe from July 1, 2018 through June 30, 2019 and provides information about services delivered, clients served and their demographic information, outcome measures, data collection, and client satisfaction.

Case Study 2 "Expulsion Deflected":

Ms. Brown, a foster parent, reached out to her EAP Education Advisor for help stating that the youth in her care, Stephanie, was expelled from school. The Education Advisor began assessing the situation and the education needs.

Stephanie had just returned to school after a month and a half hiatus due to the school putting her on probation with a promise of homebound services. Stephanie and Ms. Brown said she only received one day of class work for homebound instruction. In addition, on the day she returned they informed her they planned to meet the following school day to transfer her out.

The Education Advisor described the required procedures for expulsion and Stephanie's rights under her Individualized Education Program. She assured the caregiver she would be present to advocate on behalf of Stephanie. The Advisor also apprised Stephanie's caseworker,

supervisor and Guardian Ad Litem (GAL) of the youth's needs and rights and prepared them for participation in the meeting. She informed them about her concerns with Stephanie's ability to pass classes at the end of the semester if she does not receive compensatory education services. The Education Advisor let them know that she was not in agreement with a school transfer until concerns were addressed and Stephanie received the services due, to ensure Stephanie could have an opportunity to pass her classes for the first semester.

At the staff meeting, the Education Advisor informed the team that the school failed to follow policy and procedures for a student with an IEP. They claimed they were placing Stephanie on homebound, but never obtained a physician's approval to proceed with homebound. If the school team believed they were unable to meet Stephanie's needs, they should have followed procedures to obtain an appropriate educational setting with additional IEP supports and to reconsider her Least Restrictive Environment (LRE). The Education Advisor called for the team to invoke the "Stay Put" rule, revise Stephanie's IEP to provide more academic and behavioral support, reconsider LRE, and discuss compensatory service options. The team agreed to those recommendations and Stephanie returned to classes and received additional support until her IEP could be revised. The Education Advisor helped deflect Stephanie's expulsion.

DCFS and other stakeholders involved in youth's education make referrals to CCWE staff for assistance when the education needs of youth in care are unmet, neglected, and/or otherwise out of compliance with Federal, State and Judicial requirements, DCFS policy, and BH Requirements. The services delivered include educational technical assistance, training and professional development, building capacity and fostering communication between systems, policy review and analysis, supporting DCFS education initiatives and serving on committees, developing and maintaining collaboration and supporting DCFS postsecondary programs.

Educational Technical Assistance

Educational technical assistance refers to applying educational expertise to address the educational needs of youth in care. EAP staff provided technical assistance and built capacity to foster academic and social development. EAP staff participated in education planning in

multiple school meetings, such as IEP meetings, disciplinary hearings, etc. to advocate for the best interest of youth in care. EAP Staff also contributed educational expertise in child and family team meetings, such as Clinical Intervention to Placement Preservation (CIPP) and Integrated Assessments.

DCFS and POS child welfare staff and administrators, caregivers, youth in care, school personnel, court personnel and others make referrals to EAP Education Advisors for technical assistance when youth in care encounter educational issues. Examples of the educational issues staff addressed include: enrollment obstacles, academic challenges, special education services, challenging behavior in school, school safety, school discipline (e.g. detention, suspension, expulsion), school record transfer, school fees and funding, early childhood, Early Intervention, transportation, General Education Development (GED) and postsecondary concerns.

EAP staff provided appropriate educational assessments, planning and linkages to programs and services for youth. They removed obstacles and created greater prospect for academic learning, social development, school engagement and school stability.

Educational Battles Youth in Care Face

The transitory nature of foster care, the trauma and abuse children face, and the complex sets of regulations and practices both in education and child welfare often contribute to educational challenges for children and youth in foster care. The result is that youth in care often receive educational services that fail to meet their needs as well as federal and state requirements.

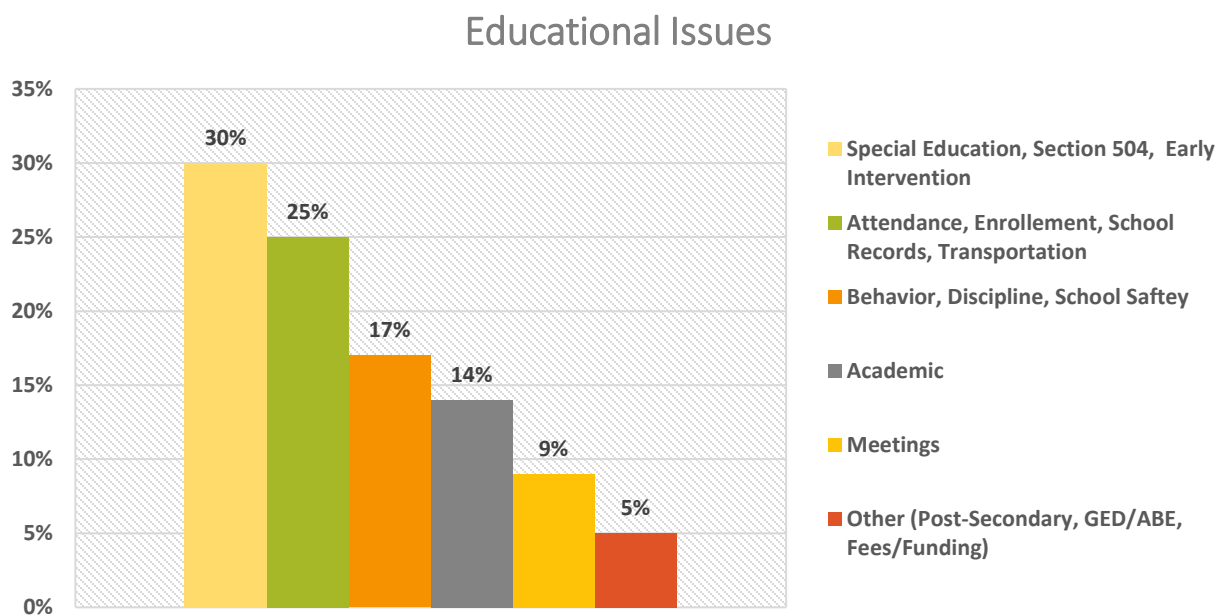
Concern for meeting educational needs of children in foster care lies not only with educators; it also falls within the social services domain of child well-being. Educational well-being of youth in foster care requires continued services that address the problems they face. The following examples demonstrate educational neglect that was evident among the referrals received. They include:

- Violation of youth's rights under IDEA and Section 504 of the American with Disabilities Act
- Lack of appropriate educational services for youth in general education settings
- Lack of educational services for youth who experience prolonged illness and hospitalization, including mental illness
- Violation of youth's rights to attend school of origin when they moved
- Inadequate academic services to address youth's needs

- Failure to provide:
 - School record transfer in accordance with laws and best practice
 - Transportation to new school when youth changes school
 - Needed behavioral assessments and interventions
 - School fee waivers and funding as needed
 - School safety plans for youth who need them
 - Support to address attendance and the disciplinary issues in accordance with the law

Issues are grouped in the frequency chart below, and the actual breakdown is listed following this. The groups of issues include:

- 30% -- Special education services, Section 504 and Early Intervention
- 25% -- School participation factors (enrollment, attendance, school records retrieval & school related transportation)
- 17% -- School behavior challenges, school safety (e.g. bullying & elopement), and discipline (e.g. suspension, detention, expulsion)
- 9% -- Child and family team meetings for education planning (non-school e.g. CIPP)
- 14% -- Academic challenges
- 5% -- Other (fees and funding, postsecondary, General Education Development and Adult Basic Education)



Further frequency breakdown of educational issues addressed below:

- Special Education – 427
- Academic – 231
- Enrollment – 216
- Behavior – 180
- Non-School child and family meetings – 138
- Transportation – 75
- School Records – 74
- Discipline – 64
- Attendance – 44
- Section 504 – 43
- Post-Secondary – 38
- Fees/Funding – 31
- School Safety – 24
- Early Intervention – 12
- GED/ABE – 8

How CCWE addresses educational battles

Case Study 3 “Services for Youth While in Hospital”:

A DCFS caseworker contacted an EAP Education Advisor to help with a youth who was in the hospital and ready for discharge, but did not have a foster placement at the time. The caseworker was concerned that the youth should be receiving education services while hospitalized. While the caseworker has worked with this school district before, she has not historically received educational services for youth. As such, the caseworker requested help from the Education Advisor to facilitate the provision of educational services for this youth.

Since the youth had an IEP, the Education Advisor contacted both the special education director of the district in which the hospital was located, and the home school district’s special education director to arrange for services. The Education Advisor facilitated a collaboration

with both districts to link the youth to education services while in the hospital. This resulted in John receiving education services for the duration of his time in the hospital.

EAP provides consultation, assessments, linkages and recommendations that help youth in care engage in education programs and services that they need. EAP Education Advisors gather and examine information, review documents, communicate with parties involved including caseworkers, caregivers, schools, students, participating in staffing, provide consultation and advocate for appropriate educational planning, programs and services. EAP staff effectively connects people and systems; they are masterful at building networks of communication between and among caregivers, caseworkers, students, educators, providers and others that benefit the youth they serve.

Though the EAP contract requires technical assistance, when technical assistance is insufficient, CCWE's Education Advisors take steps to bring the education that individual youth in care receive into compliance. Our staff address non-compliance by applying well-established best practices within the field of education.

Outcomes on lead and lag measures

For youth to succeed educationally, they must be in school and must receive the resources and supports for academic success.

CCWE's staff substantially increased the educational services that youth in care received. The staff also continued to provide services to build capacity within the field for understanding and addressing the education needs of youth in care.

- Our staff increased the number of days that youth in care were able to participate in school
- Our staff increased the number of educational services that support academic success for the youth in care they served this year
- Our staff provided educational services to an unduplicated count of 903* youth in care over the course of this year, of which 50% received services more than once
 - Staff reviewed about 4,100 educational records
 - Provided nearly 8,500 consultations
 - Provided over 5,400 educational assessments

- Over 770 youth were restored to school
- Over 5400 updates were applied to the educational records of the youth served
- Over 2,700 educational services were added to youth to support academic success
- In addition, the competence of stakeholders that support the education of youth in care was increased to about 1,000 on the job training sessions
- By helping the students, CCWE Education Advisors substantially decreased the number of days DCFS was out of compliance with various federal and state laws, their own policies and BH Consent Decree requirements for youth in care that received EAP services

Clients Served and Demographics

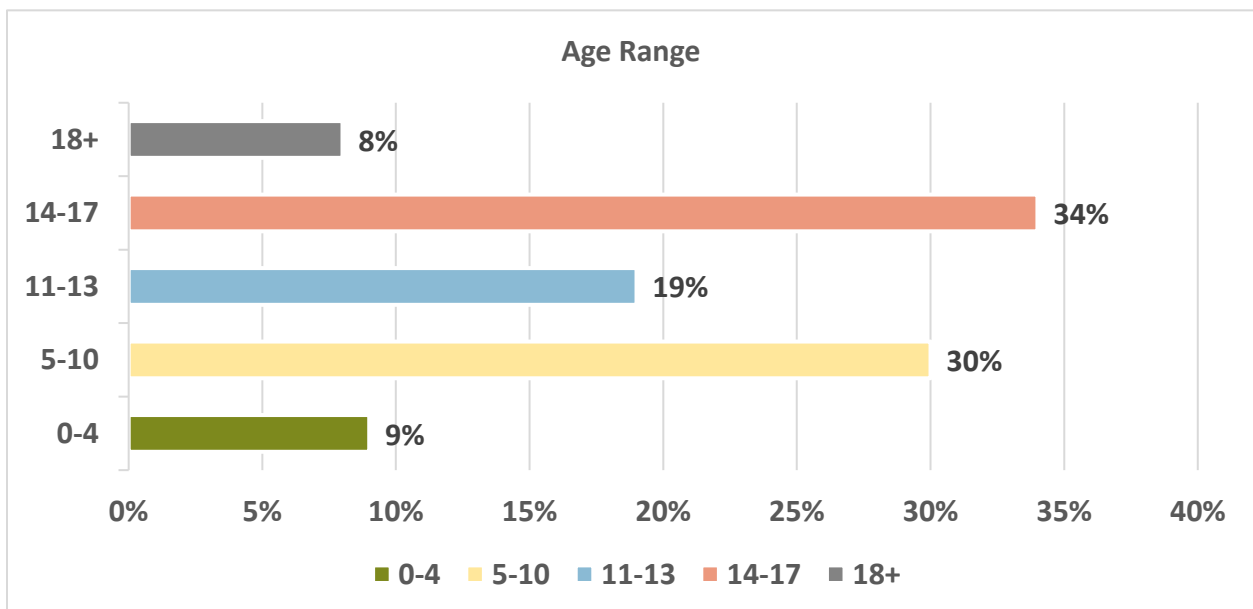
The demographics in this section represent those youth who received services, whether on one occasion or multiple times.

Direct educational technical assistance was provided to children and youth ranging from preschool to postsecondary. More youth in traditional foster care received services than youth in relative care, and over 10% of youth were in institutional care. A disproportionate percentage of African American students encountered educational problems and had referrals for educational technical assistance services.

This section presents information and discussion on youth's age ranges, gender, race, placement and grades.

Age Range of youth served

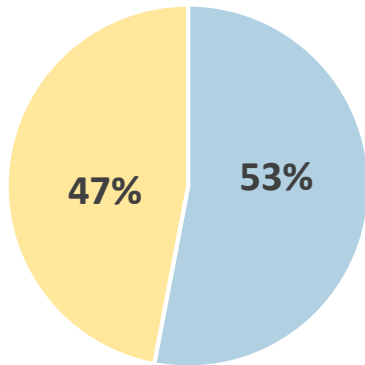
About one in three (34%) of the youth were between ages 14 to 17. Similarly one in three were ages 5 to 10 years (30%). One in five of the youth were between ages 11 and 13 years (19%). Youth under age 5 were 9% of the population served. About 8% of the youth were over 18, years old.



Gender of Youth Served

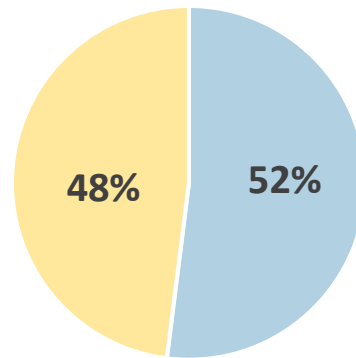
The gender proportion of youth receiving services was quite representative of the gender breakdown in the DCFS youth in care population. DCFS statistics indicate that almost 52% of the population is male. Of the youth served this year, 53% were male and 47% were female.

Gender of Youth Served



■ Male ■ Female

Gender of Total Youth in Care Per DCFS (DCFS, 2019)

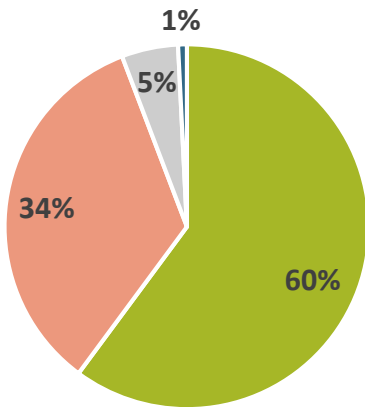


■ Male ■ Female

Race/Ethnicity

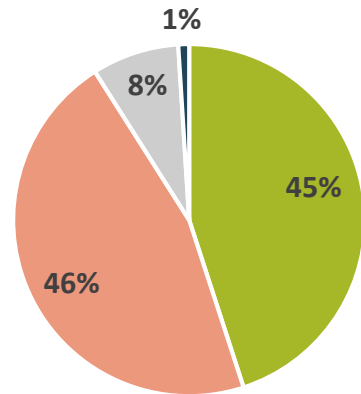
A disproportionate percentage of African American youth were referred for educational assistance. Whereas about 45% of total youth in care are African American, Not Hispanic, three out of every five youth served (60%) were African American. About 46% youth in the total youth in care population are white, yet about one in three (34%) children served were white. Hispanic children are 8% of the DCFS youth in care population and 5% of youth served. Other races accounted for 1% of the youth.

Race/Ethnicity of Youth Served



■ African American ■ White ■ Hispanic ■ Other

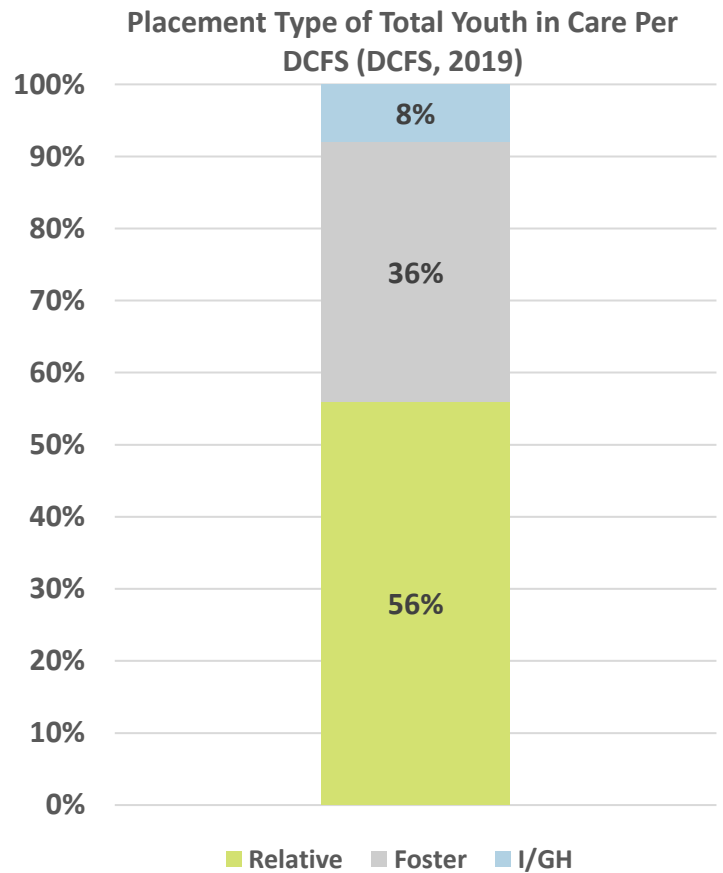
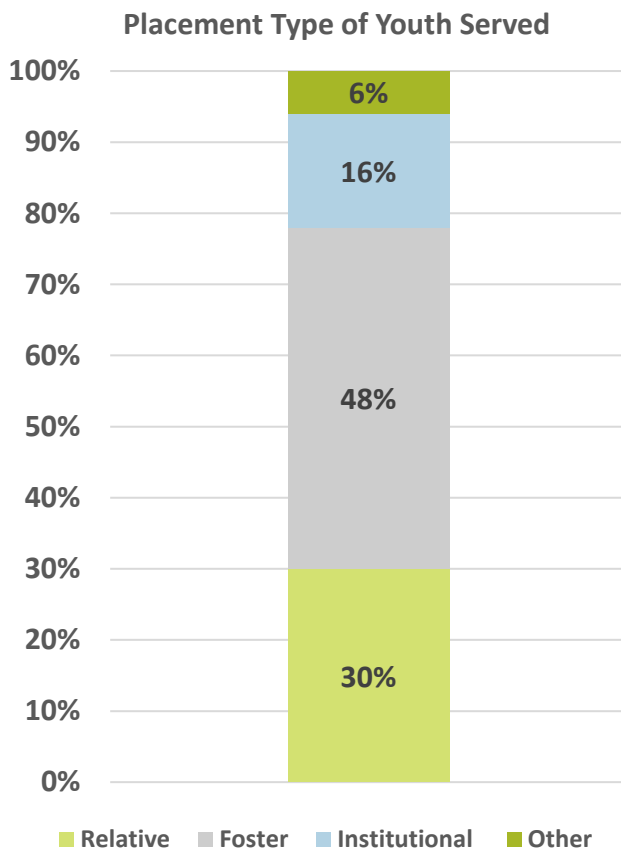
Race/Ethnicity of Total Youth in Care Per DCFS (DCFS, 2019)



■ African American ■ White ■ Hispanic ■ Other

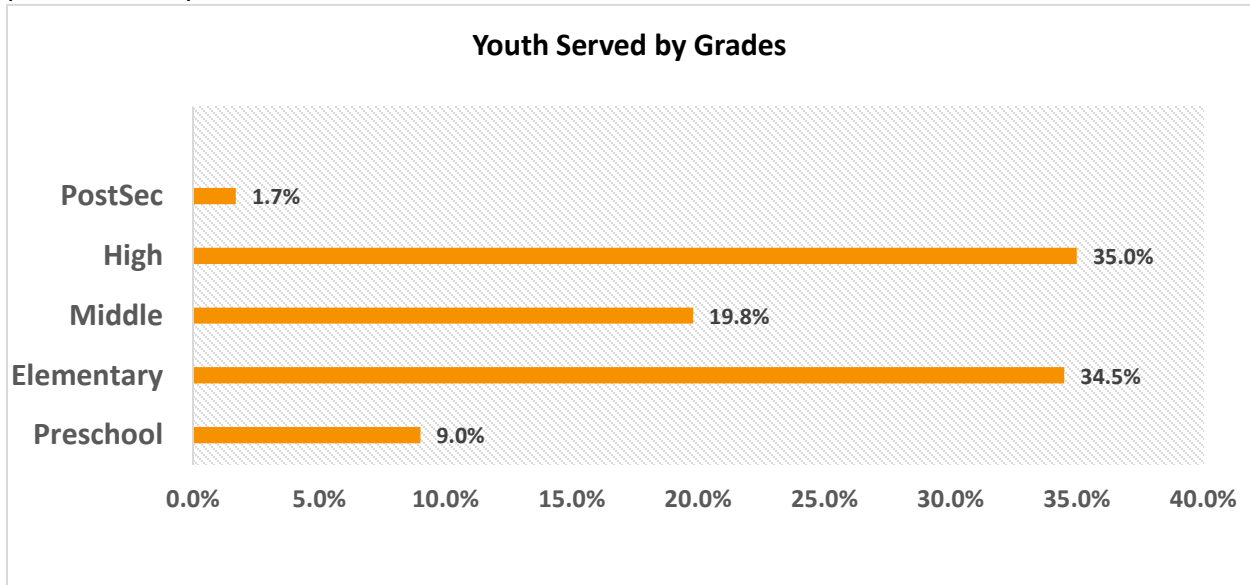
Living Arrangement

The home placement of youth served also varied across the spectrum of DCFS placement types. Almost half of the youth population served this year were at the time of service or subsequently, in traditional foster care (48%), whereas only 36% of total youth in foster care are in this placement. Conversely, about one out three youth served were in relative homes (30%) although 56% of youth in care are in relative placement. Sixteen (16%) of the youth served were in institutional care compared to 8% of total youth in care. The remaining 6% of youth had a variety of other placement codes at the time of service, including hospitalization.

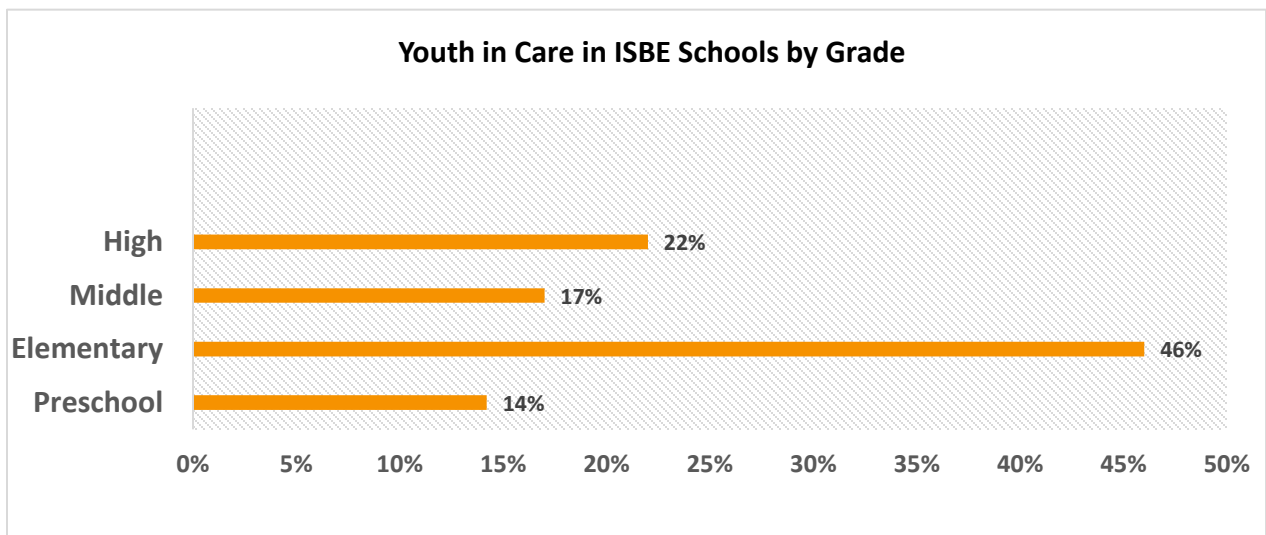


Youth Grades

Their grades ranged from preschool to postsecondary with 90% of the youth in Kindergarten through 12th grade. The proportion of youth in elementary school (Kindergarten through 5th grade) was almost the same as those in high school (9th through 12th grade), about one third. Also, one in every five (19%) of the students served were in middle school (grades 6 through 8). The remaining populations served included preschool (9%) and less than 2% were postsecondary students.



Data from the graph entitled “Youth in Care in ISBE Schools by grade” was received via email through DCFS from ISBE (M. Uhe, personal communication, May 2, 2019). The total number of youth represented below was 7,195. It shows that almost one out two youth in care are in ISBE schools are in primary grades (K-5th grade). The proportion of youth in high school is 22%.



EAP has less than eight full time equivalent education advisors that serve the children and families in the state. This year they provided well over 3,000 technical assistance services for youth to access appropriate services and to build capacity of professionals. The tables below show the number of technical assistance services and the number of youth served each month of the year.

Table of Technical Assistance (TA) Services by Month:

Month	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	All
TA	94	280	289	304	227	231	286	307	329	280	404	181	3212*

Table of Unduplicated Clients by Month:

Month	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	All
Youth	54	123	112	123	89	105	116	123	147	130	158	79	1359*

June and July are summer months when most schools are not in session and as such numbers are lower.

With **eight education advisors** providing individual educational technical assistance to about 6% of the DCFS youth in care population, **over 700 youth were restored to school**, and **over 5,000 updates to educational records** were achieved.

Outcomes and metrics

- 99.5% of youth gained access to needed student centered planning, programs, services, evaluation and/or assessment.
- 100% of youth gained access to needed financial support or waivers or assistance applying.
- About 93% of training participants reported an increase in their knowledge through their participation in the training sessions.
- About 98.5% client satisfaction survey respondents reported they were satisfied with the services.
- About 98% of technical assistance requested had a completed referral form.

In addition to educational technical assistance services, EAP provides services geared to increase the knowledge of caregivers and professionals and build capacity to serve youth in care. They engage in policy review and analysis, support DCFS education initiatives, develop collaborations and support DCFS postsecondary programs.

Training and Professional Development

EAP continued to provide professional development opportunities to improve competence and build capacity of professionals across different disciplines who interface with the education of youth in care. EAP also provides training for caregivers, youth, and community stakeholders. EAP developed curricula on subject matter relevant to youth's educational needs and rights, federal and state education laws, education policies and related strategies.

Furthermore, training on specific content areas closed knowledge gaps and promoted the rights of the youth to appropriate services. For example, EAP provided a webinar on the Every Student Succeeds Act (ESSA) because the federal law is still relatively new, and its implementation varies across school districts. In addition, the child welfare field needed more information on the rights of youth in care under this law.


Similarly, EAP offered training on what needs to happen so youth in care would receive education services while experiencing illnesses for an extended period and during hospitalization.

The webinars this fiscal year were:

- First quarter:
 - *How Every Student Succeed Act (ESSA) Supports Youth in Care*
- Second quarter:
 - *Resources for Post-Secondary Transition*
 - *School Support for Youth in Care Who Experience Illness or Hospitalization*
- Third quarter:
 - *Domain Meeting: How Youth in Care Qualify for Special Education*
- Fourth quarter:
 - *Charting the Course: Effective IEP Goals and Objectives.*

EAP advertised each webinar through D-NET announcements, emails, flyers and word of mouth. Staff also emailed announcements to Purchase of Service (POS) Education Liaisons, DCFS staff, school personnel and community stakeholders. A total audience of 157 people from different disciplines participated. These include DCFS and POS Caseworkers, child welfare administrators, caregivers, community providers, school personnel, Court Appointed Special Advocate (CASA), Guardian Ad Litem (GAL), etc. Participants completed evaluations at the conclusion of the webinars.

Ninety percent of participants reported the training increased their knowledge on the subject and 95% said the information was useful. Their general comment also confirmed they valued the training. Below are some excerpts from their comments.

- 
- *"Very informative on a subject that is not widely known. Thank you!"* (Participant, personal communication, August 29, 2018)
 - *"The presenter did a wonderful job of explaining this topic; I got a lot of useful information from this."* (Participant, personal communication, August 29, 2018)
 - *"Great Webinar! Keep them coming!!"* (Participant, personal communication, December 12, 2018)
 - *"This was an excellent training. I learned a lot of information."* (Participant, personal communication, December 12, 2018)

Building Capacity and Fostering Communication between Systems

The complexity of the primary systems that interface to educate youth in care as well as the variation in terminology, regulations and practices present challenges in accessing appropriate education services. EAP staff work to build communication lines between the systems and expand the capacity of caregivers and professionals to overcome some of these barriers.

EAP staff fostered communication between schools, caregivers, DCFS, and POS child welfare agencies to benefit the youth they served. They also developed and facilitated collaboration with schools, districts, caseworkers, and others to identify and address systemic issues and avert further educational obstacles for youth in care.

Furthermore, EAP staff worked to build the capacity of caregivers, and professionals. They provided information and shared resources to equip caseworkers, caregivers, youth, and POS Education Liaisons with knowledge and skills to address educational issues while using their expertise and connections to deliver individual intervention services that address problems. By

doing so, EAP helped build capacity within the field for identification and resolution of education obstacles youth in care face.

Policy Review and Analysis

EAP provided consultation on current Federal and State laws and education policies. EAP staff provided on-going consultation to DCFS, schools and school districts, homeless liaisons and caregivers on Every Student Succeeds Act (ESSA), its interpretation and application to youth in care. This included guidance and advice to clarify ESSA concerns regarding best interest, school of origin, school transportation, etc. EAP provided support and guidance in clarifying homebound and hospitalization laws and policies to clear up misconceptions in the field. EAP also provided guidance to school districts, schools, caregivers, and DCFS to address confusion on the McKinney Vento Act in relation to youth in care.

Supporting DCFS Education Initiatives and Serving on Committees

EAP staff supported DCFS education initiatives, served on education related committees and participated in workgroups to help improve the educational wellbeing of DCFS involved youth. Some of the committees have a statewide impact and others were region specific. Committees in which staff participated include DCFS/CPS Collaborative with Residential and Group Homes, DCFS Youth Summits, DCFS Foster Parent Advisory Boards, and DCFS Youth Advisory Boards.

Developing and maintaining collaboration

Collaboration and shared decision-making between systems to promote educational wellbeing is another effective strategy in addressing education needs. EAP staff fostered communication between school, home and child welfare on behalf of youth in care, collaborated with school districts and court representatives to increase understanding of children's educational rights, DCFS Educational Procedures 314, etc. EAP staff collaborated with school staff and hospitals to address the educational needs of youth in care and to ensure appropriate education services were provided. In addition, EAP staff collaborated with out of state districts to accomplish protocol and practices that lead to appropriate educational services for youth in care.

Supporting DCFS Postsecondary programs

EAP provides support to DCFS in administering postsecondary programs. EAP staff monitored youth involved in DCFS postsecondary education programs for compliance and processed DCFS documentation for education related expenses that could be covered by DCFS. For example: 322 applications were approved by DCFS for the Education and Training Voucher (ETV) funds, and 21 applications for the Community College Payment Program (CCPP). EAP staff also helped identify university and community college resources and created awareness of DCFS financial supports available to youth in care.

Data

The primary data used in this annual report comes from the NIU secure web-based database in which staff document services, and which houses the online client satisfaction survey. Data from this source was aggregated. The report also contains information from documentation maintained by EAP postsecondary specialists related to that program. The DCFS website is the source used for numbers that reflect total youth in care demographics.

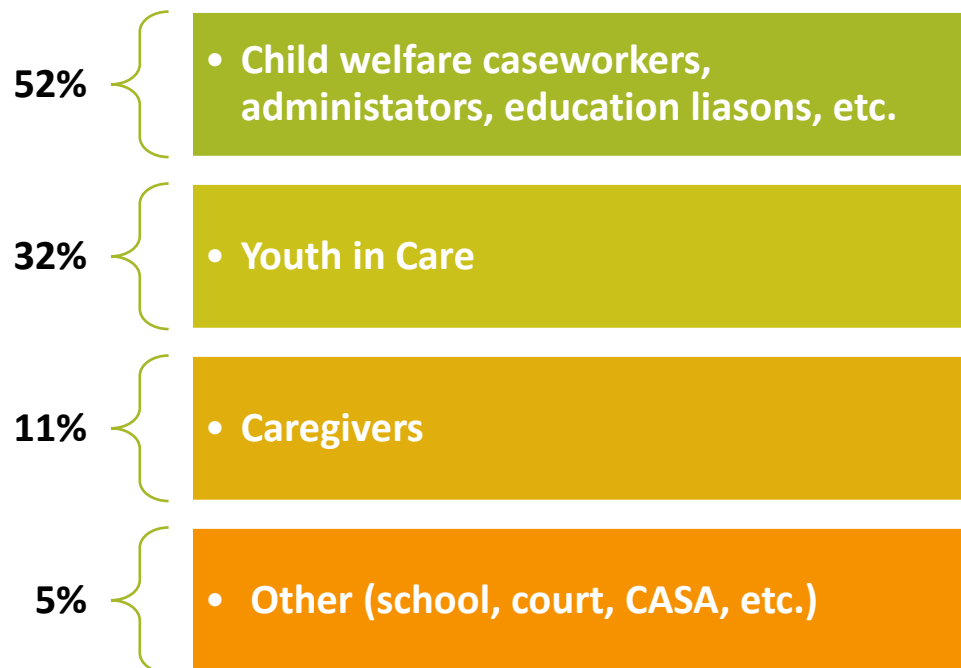
Client Satisfaction

EAP provides an online survey to measure client satisfaction with EAP services. Clients are encouraged to rate their level of satisfaction and comment on their overall experience with EAP.

This year, 102 clients completed surveys. This section of the report aggregates data obtained from the online client satisfaction feedback for the period.

The clients reported a high level of satisfaction both with the services and staff. 97% said the service was helpful, 99% rated the staff as helpful and professional and 99% said they would seek help from EAP staff was in the future.

The population of clients who rated services include: DCFS and POS caseworkers and administrators, caregivers, youth in care, school personnel, court representatives and others. Below is a chart showing the percentage of each group of clients who completed the survey.



Client Satisfaction Quotes about EAP Service

- *"EAP Advisor was so amazing. My husband and I are both attorneys but navigating educational rights is tricky. We could not have received the services for our son without EAP Advisor advocating for what he needed. Her services are crucial. She is such a skilled, committed and professional advocate. We are so appreciative to have been able to work with her!"* -- (Caregiver, personal communication, June 11, 2019)
- *"My educational advisor is excellent. I use her every time I have a problem with school or ensuring my kids get their educational need met."* -- (Caseworker, personal communication, March 27, 2019)
- *"This service was extremely valuable and helpful as the Education Advisor is knowledgeable about eligibility for services, etc. and was able to advocate for student in a way that I would not have been able to."* -- (Caseworker, personal communication, November 13, 2018)
- *"EAP staff is the most kind, helpful person!! She has helped me with all of my questions and always responds in a timely manner."* -- (Youth, personal communication, August 21, 2018)
- *"I am so thankful for the services EAP provides our youth, families, and staff. I really don't know what we would do without your attentive, thoughtful support."* -- (Caseworker, personal communication, June 21, 2019)

Conclusion

The Center for Child Welfare and Education, at Northern Illinois University continues to provide educational expertise and facilitate best practice to improve the educational situation of youth involved with the Illinois child welfare system, through the Educational Access Project.

The staff 8 education advisors located in DCFS offices where they are readily accessible to caseworkers and to youth, families and schools. The education advisors:

- Apply educational best practice to the youth in care they serve
- Review educational records
- Assess academic and educational needs of youth in care
- Provide educational assessment, linkage, and consultation that support the academic success of youth in care whose education was otherwise neglected
- Link youth to services that increase their attention and time on educational tasks
- Provide on the job training to professionals to build capacity for youths' educational support

Thus, CCWE staff create sustainable, effective linkages for students to access appropriate resources and services that address their educational needs and help improve their opportunity for academic success.

Furthermore, they help build capacity for caregivers and professionals involved with the youth in care to support their education. CCWE staff provide on-the-job training and professional development to equip the field and increase the potential for the children and youth in care to experience educational success.

Moreover, CCWE staff enhances communication between caregivers and schools; caseworkers and schools; youth and schools; and caregivers and caseworkers about youth's education. We forge collaborations with school districts, schools, service providers, GAL, CASA, and the community that promote educational best practice and enrich the educational wellbeing of youth in care.

CCWE is committed to the goal of educational equity for all youth in care!!!

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